

DOCUMENT RESUME

ED 186 301

SO 012 499

TITLE The End of the Beginning: A Multicultural Conference
Part I [and] Multicultural Program Development
Strand: A Collection of Resources, Part II.

INSTITUTION New England Teacher Corps Network, Portsmouth,
N.H.

PUB DATE May 79

NOTE 54p.

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Concept Formation; Conference Proceedings; Curriculum
Development; *Educational Objectives; Elementary
Secondary Education; *Evaluation Criteria; Formative
Evaluation; Higher Education; Inservice Education;
Instructional Development; *Multicultural Education;
Teacher Developed Materials; Teacher Education

ABSTRACT

The document presents information on planning, teaching, and evaluating multicultural education programs. Although most of the examples are based on current multicultural projects in New England, the authors believe that the material presented can also be useful to classroom teachers in other regions. The document contains two components. The first component describes a conference at which teachers exchanged ideas on multicultural education, identified multicultural education resources, and developed ideas for relating multicultural concepts to social studies classroom activities. In addition, evaluation data regarding conference activities and objectives is included. The second component presents materials, conference papers, objectives, and resources to help teachers set up a multicultural education program. Information is presented on approaches to multicultural education, the role of multicultural education in the curriculum, multicultural curriculum dimensions for teacher and inservice education, regional multicultural resources (mostly in New England) and activity ideas for various grade levels including analyzing reading assignments and television programs, participating in field trips, and comparing values held by different ethnic groups. (DB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

use



New England Teacher Corps Network

Connecticut • Maine • Massachusetts • New Hampshire • Rhode Island • Vermont

ED186301

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Sara R. Massey

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

THE END OF THE BEGINNING
A MULTICULTURAL CONFERENCE
PART I

Jeanie Crosby, Documentor
Sara R. Massey
New England Teacher Corps Network

May 29, 1979

664 210 \$5

NEW ENGLAND TEACHER CORPS NETWORK

BOARD OF DIRECTORS

Cleveland Clarke

Lynn Griesemer

Bernard Keenan

Beverly Kelton

Mary Lee

Irene Mehnert

Mark Piechota

Gerald Pine

Peter Roach

Arthur Roberts

Harry Thompson

TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
SECTION I MULTICULTURAL CONFERENCE	
THE EVALUATION DATA	2
THE AGENDA	6
THE NEW ELEMENTS	9
THE LEARNINGS	12
SECTION II A DAY WITH ASA HILLIARD	
THE EVALUATION DATA	13
THE AGENDA	14
THE LEARNINGS	15
APPENDICES	
PARTICIPANTS	16

INTRODUCTION

The New England Teacher Corps Network Multicultural Conference held May 3 & 4 formally ended this year's Network emphasis of the project directors to openingly explore the concepts of Multicultural Education.

The conference was an overwhelming success as judged by

- . the overflow number of participants
- . the participant evaluations
- . the quality of dialogue in groups
- . the extensive questioning and attention of participants
- . the lack of participant "drop out"
- . the humor and comraderie in the face of rooming hassles
- . the number and conceretness of ideas for project follow up.

Given the success of this conference, it is necessary to think back and analyze reasons why this meeting stands out as a positive, exciting experience. How was it different from conferences and workshops we'd done in the past? Can we learn something from this meeting that we should consider in planning future conferences? The following documentation provides information for responding to these questions.

SECTION I

New England Teacher Corps Network



Connecticut • Maine • Massachusetts • New Hampshire • Rhode Island • Vermont

THE EVALUATION DATA

MULTICULTURAL CONFERENCE

May 3-4, 1979

POST CONFERENCE ASSESSMENT

I. PLEASE CHECK ONE: 21 out of 42

<u>4</u> PROJECT DIRECTOR	<u>2</u> UNIVERSITY FACULTY
<u>7</u> PROJECT STAFF	<u>1</u> COMMUNITY REPRESENTATIVE
<u>6</u> SCHOOL PERSONNEL	<u>1</u> OTHER

II. PLEASE CIRCLE THE DEGREE TO WHICH YOU ACHIEVED THE FOLLOWING CONFERENCE OBJECTIVES:

- A. Knowledge of current projects in New England which have a relationship to Multicultural Education.

(low) 1 2 3 9 12 (high)
1 2 3 4 5

- B. Have some ideas of ways Multicultural Education can be addressed through the Teacher Corps project.

(low) 1 1 6 13 (high)
1 2 3 4 5

- C. Located some resources (people, material) the Teacher Corps project might want to use, connect with, or help.

(low) 1 2 3 5 15 (high)
1 2 3 4 5

- D. Developed a better understanding of Multicultural Education within Teacher Corps projects.

(low) 2 1 9 9 (high)
1 2 3 4 5

MULTICULTURAL CONFERENCE
May 3-4, 1979
POST CONFERENCE ASSESSMENT
PAGE TWO

III. PLEASE CIRCLE.

	POOR			EXCELLENT		
			(1)	(11)	(9)	
1. What is your overall rating of the conference?	1	2	3	4	5	
2. How useful will this conference be in your work back home?		(1)	(2)	(11)	(7)	
	1	2	3	4	5	
3. How adequate were the facilities?			(4)	(8)	(8)	
	1	2	3	4	5	
4. How adequate was the food?	(2)	(2)	(8)	(6)	(3)	
	1	2	3	4	5	
5. How well did the scheduling of the activities meet your needs?			(4)	(11)	(5)	
	1	2	3	4	5	
6. How well was the conference organized?		(1)	(7)	(13)		
	1	2	3	4	5	

IV. THURSDAY, 4:20

(Fill In Name or Topic)

ALL SESSIONS

1. Was the session interesting?	(16) YES	(1) SOME	NO
2. Was the session useful? 4 NR	(11) YES	(6) SOME	NO
3. Did the session generate any ideas for you to follow on?	(11) YES	(5) SOME	(1) NO

V. THURSDAY, 7:15 PM STUDENT PANEL

1. Was the session interesting?	(17) YES	(1) SOME	NO
2. Was the session useful? 2NR	(16) YES	(2) SOME	NO
3. Did the session generate any ideas for you to follow on?	(14) YES	(4) SOME	NO

VI. THURSDAY, 8:45 PM MULTICULTURAL PRACTICES

1. Was the session interesting?	(15) YES	(4) SOME	NO
2. Was the session useful?	(12) YES	(7) SOME	NO
3. Did the session generate any ideas for you to follow on?	(9) YES	(10) SOME	NO

MULTICULTURAL CONFERENCE
May 3-4, 1979
POST CONFERENCE ASSESSMENT
PAGE THREE

VII. FRIDAY, 8:45

(Fill in Name or Project State)

ALL SESSIONS

- | | | | |
|---|-------------|-------------|----|
| 1. Was the session interesting? | (20)
YES | (1)
SOME | NO |
| 2. Was the session useful? | (19)
YES | (3)
SOME | NO |
| 3. Did the session generate any ideas for you to follow on? | (18)
YES | (3)
SOME | NO |

VIII. FRIDAY, 10:15 TOM GJELTEN: EXPANDING RANGE OF EXPERIENCE

- | | | | |
|---|-------------|-------------|-----------|
| 1. Was the session interesting? | (13)
YES | (4)
SOME | NO |
| 2. Was the session useful? | (7)
YES | (9)
SOME | (1)
NO |
| 3. Did the session generate any ideas for you to follow on? | (6)
YES | (7)
SOME | (3)
NO |

IX. WHAT FOLLOW-UP, IF ANY, DO YOU PLAN TO DO BACK AT YOUR SITE AS A RESULT OF THIS CONFERENCE?

Try to integrate a course of multicultural in my classroom activity.
Reading and organizing materials and resources.
Discussion with students and staff on discipline.
Working out communication with community.
Adopt a broader definition of Multicultural.
Greater inclusion of community in parity roles.
Extension of Multicultural concepts to all courses.
More exposure of uniqueness of groups in a variety of ways.
Contact Franco File Project.
Investigate possibility at site schools of beginning cultural awareness.
Do a follow up at schools and colleges.
Try to form an administrative university.
Get college faculty and schools involved.
Use 4 resources from conference (interns, community coordinator, and 1 more).
Interest other teachers in this experience.
Attend Portsmouth Conference.
Develop a monthly assessment for persons to examine our Multicultural activities.
Provide a clearer definition of Multicultural Education at next week's conference.
Work with teachers on programs and techniques to implement.
Use ideas with planning committee.

MULTICULTURAL CONFERENCE
 May 3-4, 1979
 POST CONFERENCE ASSESSMENT
 PAGE FOUR

STRENGTHS OF CONFERENCE	WEAKNESSES OF CONFERENCE
Student Panel 3 Organization 3 People/Experts 3 Interesting 2 Good concurrent sessions Friendly and positive atmosphere Good use of time Not forced to arrive at a definition of Multiculturalism Don't feel I wasted my time Contact with other projects Variety in presentations but common thread Chance to meet people Emphasis on practical Adequate facilities for presentations Presenters had great experiences Useful and Helpful Content Mae Christian Others' project presentation	More student portions Numerous great sessions at same time 2 Gjelten too long Allow for 2 of 4 choices 2 Food 2 Evening session too late Visit local sites in area Visit local culture Multiculturalism not defined Racism not defined Would like to have gone deeper Lack of balance between urban and rural Wanted to hear everyone Too much sitting, but didn't want to miss anything

New England Teacher Corps Network

Connecticut • Maine • Massachusetts • New Hampshire • Rhode Island • Vermont

THE AGENDA

MULTICULTURAL CONFERENCE

Logan Hilton
Boston, MA.

May 3-4, 1979

PURPOSE:

1. To obtain information about current projects in New England which have a relationship to Multicultural Education.
2. To generate ideas for addressing Multicultural Education in the Teacher Corps projects.
3. To locate resources (people, material) the Teacher Corps projects might want to use, connect with, or help.
4. To develop a better understanding of Multicultural Education within Teacher Corps projects.

THURSDAY, MAY 3rd.

- | | | |
|---------|--|--------------------|
| 2:30 PM | Registration | New England Room B |
| 3:00 PM | Welcome and Purpose
Jerry Pine, Director
University of New Hampshire/Portsmouth Project | |
| 3:15 PM | Joint Team Meetings <ul style="list-style-type: none"> . Where are we on Multicultural Education? . What can we get from this conference? <ul style="list-style-type: none"> . Orono/Vermont . Northeastern/Hartford/Greenville . Boston/Connecticut . UNH/Rhode Island | |
| 3:15 PM | Student Panel Meeting | |
| 3:45 PM | Team Reports <ul style="list-style-type: none"> . What we hope to get? | |

Post Office Box 1065 • Portsmouth, N.H. 03801 • 603-431-1422

MULTICULTURAL CONFERENCE
AGENDA CONT.
PAGE TWO

- 4:00 PM Panel of Regional Projects
 . Brief overview of projects
 Chairperson: Ann Pooler
 University of Maine (Orono) Youth Advocacy
- 4:20 PM Concurrent Presentation of Regional Projects
presented above:
- | | | |
|-----------|--|-----------------------|
| Option A: | R. Hayden, EDC & P. Comparetti
Ethnic Heritage Studies Project | ROOM 313 |
| Option B: | Felix Arroya, Casa del Sol, Inc.
Adult Education Program
serving Hispanics | ROOM 314 |
| Option C: | Susan Howard, Boston Indian
Council
Programs serving MicMac Indians | New England
Room B |
| Option D: | Claude Ouellette, 'The Franco File'
Franco-American TV series | ROOM 309 |
- 5:30 PM Open Time (Materials Display)
- 6:00 PM Dinner
- 7:15 PM General Session: Secondary Students Presentation
Greenville, Portsmouth, Hartford, Boston,
Vermont
- 8:45 PM Multicultural Practices
 A. Greenville Community Focus
 B. Portsmouth Classroom Application
- 9:45 PM Cash Bar
- New England
Room A

FRIDAY, MAY 4th

- 7:30 AM Buffet Breakfast
- 8:30 AM Practices of Teacher Corps Project Outside
New England
- Brief overview of what we've done
Chairperson: B. Keenan, Director
University of Maine, Greenville
- Glass Garden
- New England
Room B

MULTICULTURAL CONFERENCE
AGENDA CONT.
PAGE THREE

8:45 AM	Concurrent Discussions of Project Practices presented above:	
	Option A: Mae Christian, Georgia	ROOM 312
	Option B: Jim Deslonde, SRI, California	ROOM 313
	Option C: Clayton Small, Montana	New England Room B
	Option D: Mary Dumais, New Jersey	ROOM 309
10:00 AM	Coffee Break	
10:15 AM	Expanding the Range of Student's and Teacher's Experiences Tom Gjelten, Rural Education Project Author: <u>Schooling in Isolated Communities</u>	New England Room B
11:15 AM	Team Meetings . What did we get? . What are we going to do with it?	New England Room B
11:45 AM	Report Out: Post Newspaper Sheets and Milling	
12:00 Noon	Check Out	
12:30 PM	Lunch	Glass Garden
1:45 PM	Multicultural Group Activity Jerry Pine, Director University of New Hampshire/Portsmouth Project	New England Room B
2:45 PM	Closing and Evaluation Jerry Pine, Director University of New Hampshire/Portsmouth Project	

** Multicultural Materials Display Compiled:
B. Keenan, Director
University of Maine (Farmington)/Greenville Project

Conference Documentor:

Jeanie Crosby
New England Institute in Education

THE NEW ELEMENTS

Jeanie Crosby, Documentor

What was different about this conference? Ratings and comments from participants and presentors indicate that the Multicultural Education Conference was a important event. Analysis of comments, ratings, and observations indicates that the following elements contributed to the positive feelings about the usefulness of the meeting:

15 DIVERSITY OF PARTICIPANTS

Informal interaction with each other was a primary multicultural experience for participants. Teachers, community council members, and students attended, as well as project staff. Each project's representation was multicultural; the total group represented the rich cultural diversity of New England. Three native American groups were represented. Urban project staff serving students from many nations shared with staff from rural, isolated projects. American Black, West Indian, Puerto Rican, and other Hispanic cultures were the subject of personally informed conversation. The hotel's mix-up of sleeping arrangements, putting men and women and people not known to each other in the same room, provided a humorous conversation topic which became an extended metaphor for the conference as a multicultural experience.

INCLUSION OF STUDENTS

The active participation of high school students was especially important to the adults. Questions to the student panel came from all role groups, were numerous, and of increasing complexity. In addition to sitting on a panel giving information, students were a constant reminder of the purpose of Teacher Corps.

DIVERSITY OF PRESENTORS

The conference's presentors represented a wide variety of cultural groups, geographic areas, and practices in multicultural education. The four regional multicultural education projects were presented by a Mic Mac, a Franco-American, a Hispanic and a Black. Each project offered a potential linkage for New England Teacher Corps projects. An ETV documentary series was presented; a process for curriculum development through student-gathered oral histories was explained with slides; the diverse programs developed by the Boston Indian Council to combat the drop out of Indians from our educational system was explored; the culture problems of Hispanics caught in the dilemma of assimilation was discussed. The presentations on multicultural education in Teacher Corps projects were made by a Black woman from Georgia, a white woman from New Jersey with personal knowledge of Franco-American culture, a male member of the Blackfeet from Montana, and a Black man from California via New Orleans. The practices they described included classroom implementation of findings of research on school climate related to multiculturalism; collaborative IHE and LEA planning of staff development in multicultural education; development of a system-wide program for reducing disruptive behavior which includes acceptance of cultural diversity; and implementation of a program on a reservation, both culturally and geographically distant for the IHE, which was rich in ideas for developing active citizen participation.

SELF-CHOSEN GROUPS

Planning for the conference assumed that a diverse group meeting to explore practices in multicultural education would have diverse interests. Although most sessions were observed to have diverse participation, there were concentrations of representation. For example, representatives from projects from northern New England sites with Franco-American populations attended Claude Ouellette's "Franco File" presentation and New England Indians were the core of the group meeting with Clayton Small. No one presenter or topic would have been useful for all participants.

GUEST DIRECTORS ACTING AS RESOURCES TO OTHER DIRECTORS AND PROJECT STAFF

Guest directors' familiarity with Teacher Corps guidelines and typical problems of implementation made their presentations appropriate and to the point. No time was lost "explaining" and questions were understood immediately. At this conference, projects identified a whole set of readily available national and local resources. Local project resources emerged through brief presentations by interns, a dean, and a community coordinator. The emotion and energy of all the presentators clearly reflected the investment of the guest directors' commitment to the tasks of multicultural education.

CONCRETENESS OF PRESENTATIONS

Descriptions of programs and practices were brief and specific. Slides or videotapes accompanied several presentations and materials were generally available for further perusal. The directness of presentations generated and allowed time for questions from participants as they thought about adaptation or use in their own projects and schools. Interaction was high and to the point.

SPIRIT OF COLLEGIALLY

After a year of exploration, project staff had clarity of purpose. Directors planned and moderated the conference with understanding and caring about the issues involved. Teachers, who were released from school for one day, entered the group easily and responded to the practical nature of presentations. Two team meetings provided time for projects to get together while sessions and meals provided time for personal, inter-project connections. The raggedness of the hotel's staff provided a common joke. The informal but organized tone of the conference encouraged attention to the issues. A clarity of purpose reduced ambiguity about the task and contributed to the collegiality of such a diverse group.

THE LEARNINGS

A critical element throughout the conference was DIVERSITY...

diversity of roles;
diversity of ethnic backgrounds;
diversity of needs;
diversity of population size;
diversity of grouping;
diversity of ages; and
diversity of geographic location.

We've learned diversity and differences lead to problems; that the more diverse people are the more difficult it is to bring them together. After this conference it may be that the opposite is really true - that as diverse people come together, it becomes easier to find something each of us wants, needs, or desires. Transferring this concept to conference planning would mean the creation of a structure or organizing skeleton that systematically includes diversity. Diversity in participants, content, options etc. for example, Conference Food: Meals at conferences are preselected and served to save time - but repeatedly evaluations have said, "The food was poor". Now we all know that the food wasn't that bad, BUT maybe 2 or 3 entrees could be preselected, still saving time, but giving more choice to respond to the diverse "tastes" of the group. Offering options responding to diversity may be one of the keys to success.

The "diversity" of this conference must be juxtaposed with its opposite: A Day with Asa Hilliard...one presentor, one basic format of lecture with visuals, and one role audience of project staff. This activity was rated equally high with just as much positive informal feedback.

SECTION II

New England Teacher Corps Network



Connecticut • Maine • Massachusetts • New Hampshire • Rhode Island • Vermont

THE EVALUATION DATA

MULTICULTURAL EXPLORATION DAY WITH ASA HILLARD

Airport Ramada Inn
Boston, MA

March 16, 1979

PLEASE CHECK: 4 of 6 Project Director (66% return)

10 Of 12 Other (83% return)

PLEASE CIRCLE RESPONSE:

	YES	IN PART	NO
1. Was the purpose of the day clear?	11	2	1
2. Do you have a clearer understanding of multicultural education as a result of today?	YES 11	SOME 3	NO
3. Did this day with Asa generate any useful ideas for you?	ALOT 11	SOME 3	NOT MANY
4. Will this day be of benefit to you in your work back home?	ALOT 13	SOME 1	NOT MUCH

STRENGTHS OF DAY

- . slides (3) group sessions
- . Asa (5)
- . presentation (2)
- . startle effect of slides
- . summary getting outside ourselves
- . excellent, powerful thought
- . provoking program
- . one of the best Network conference
- . information
- . inspirational
- . found a strategy for doing in my situation
- . Asa is inspirational
- . good resources identified and in packet
- . brought out some new perspectives

WEAKNESSES OF DAY

- . lack of closure on solutions
- . none (3)
- . narrowness of group; involve lay persons in such sessions
- . missed the wrap ups
- . too short
- . not really related to specific needs of Teacher Corps (long range yes but not immediately)

New England Teacher Corps Network

Connecticut • Maine • Massachusetts • New Hampshire • Rhode Island • Vermont



THE AGENDA

A DAY WITH ASA HILLIARD

- I. Orientation
Participant analyses of the meaning of "multiculturalism"
- II. Presentation Of Paradigm
- III. Small Group Discussion and Critique
- IV. Slide Tape: Images of History
- V. Lunch
- VI Review of Theory Presentation
- VII Small Group Discussion
- VIII Completion of Slide Tape

Post Office Box 1065 • Portsmouth, N.H. 03801 • 603-431-1422

THE LEARNINGS

The Day with Asa Hilliard was different from the conference. The purpose of the activity was different although the same general goal of exploring multicultural education was the focus. The conference explored ideas for implementation in the projects. The day with Asa was a conceptual exploration of "What really is the problem in Multicultural Education?" And once again we were forced to face the issue, "Regardless of the label, it's an equity problem." The lecture and slide tape was very useful. Most of us come to Teacher Corps out of very specific specialized disciplines. We were not history or sociology majors. Thus the in-depth content was new to us as learners and we appreciated Asa's insights and knowledge.

The two activities taken together comprise parts of a total. To design program without a conceptual base and clarity of direction or to have a conceptual foundation without a plan for action is incomplete and inadequate. Each activity with its different purpose required a different design and structure. Learnings for consideration in Network planning seem to be: The larger and more differences in the group, the more diversity that must be reflected in the activity structure and the smaller and more alike the group the more specific and in depth the activity structure and content can be.

The purpose of this Network strand was to help us learn more about Multicultural Education so that we could begin to address Multicultural Education in a real way within our projects. Information has been gained, resources identified, and local projects will determine their priorities for action.

APPENDIX

MULTICULTURAL CONFERENCE

Participant List

URI/Chariho

Lynn Griesemer, Director
Mary Lou Stanton

University of Connecticut/Windham

Anne Rash
John Harrington

Boston State/Boston District V

Cleveland Clarke, Director
Dr. D. E. Placido
Helen Maloney
Myrna Clancey
Frank Luciano
Marcheta Taylor
Elaine Tortoro
Sonya Bishop (student)
Doris Aorman
Veronica Harkins
Mary Stuart
John Doon

UNH/Portsmouth

Jerry Pine, Director
Arthur Coyundith
Larry Woods
Kevin Mitchell (student)
Rita Stonefoot

Wheelock/Malden

NONE

Northeastern/Boston District VII

Mary Lee, Coordinator
Peter Platten
Sandra Parker

University of Maine (Orono)/Old Town

Irene Mehnert, Director
Anne Pooler
Ted Mitchell
Jim Toner

University of Maine (Farmington)/Greenville

Barney Keenan, Director
Rosemary Poulson
Sandi Miller
Ross Fearon

University of Hartford/Hartford

Peter Roach, Co-Director
Beverly Kelton, Co-Director
Patrick Tallman
Icy Palmer (student)
Walter Jenkins
Edward Weinswig

University of Vermont/Montpelier

Harry Thompson, Director
Harry McEntee
Terrance Conlon (student)

OTHER:

Thomas Lavery, Program '79, Rhode Island College
Janet Van Elten, Program '79, Lesley College
Virginia Trumbull, Program '79, Keene State College
William du Carmo, HEW
Lois Weinberg, Teacher Corps/Washington Network Program Monitor
Jeanine Crosby, Documentor
Sara R. Massey, Executive Secretary

A DAY WITH ASA HILLIARD

Participant List

Greenville, ME	Ross Fearon Rosemary Poulson William Orcutt
Orono, ME	Irene Mehnert Ann Pooler Stanley Freeman
Vermont	Harry Thompson
New Hampshire	Jerry Pine Larry Woods
Northeastern	Pearl Shelton
Malden	Mark Piechota
University of Connecticut	Art Roberts
Hartford	Beverly Kelton Barbara Blackwell Marilyn Schaffer
Rhode Island	Michael Lynn Mary Brown
Documentor	Margaret Arbuckle
New England Teacher Corps Network	Sara R. Massey

New England Teacher Corps Network

Connecticut • Maine • Massachusetts • New Hampshire • Rhode Island • Vermont



MULTICULTURAL
PROGRAM DEVELOPMENT
STRAND

A COLLECTION OF RESOURCES
PART II

Margaret Arbuckle, Documentor

Sara R. Massey
Executive Secretary

May 15, 1979

664 012 499

TABLE OF CONTENTS

	PAGE
INTRODUCTION.....	1
THE EXCHANGE.....	3
THE EQUITY PROBLEM.....	4
Asa Hilliard	
MULTICULTURAL CURRICULUM DIMENSIONS FOR INSERVICE EDUCATION	9
J. Freiberg and Ruben Olivarez	
RESOURCE PEOPLE IDENTIFIED FOR PLANNING GROUP.....	11
INSTRUCTIONAL MATERIALS	
ETHNIC HERITAGE STUDIES PROJECT.....	19
THE FRANCO FILE.....	20
COMPETENCE IS FOR EVERYONE.....	21
CONFERENCE AGENDA.....	24
GENERAL SESSION ACTIVITIES OUTLINE.....	27

INTRODUCTION

Historically in Teacher Corps the multicultural component has been a difficult one to develop. With this concern the New England Teacher Corps Network Board of Directors, at its September meeting, decided to allocate a substantial portion of its program budget to explore multicultural education.

The purpose of this exploration was to help project directors begin 1) to clarify the concept, "What is multicultural education?"; and 2) to generate ideas for local project program development, "What can we do that has impact?"

The formal Network exploration occurred in the following ways:

1. An issue of the EXCHANGE with articles sought from people in many disciplines.
2. A Directors Sharing Meeting exclusively focused on the topic.
3. A Day with Asa Hilliard.
4. Materials, as identified, distributed to directors.
5. A conference with presentations made by minority related projects in New England and sharing with invited Teacher Corps directors from beyond New England.

Simultaneously at local project sites further exploration was occurring:

1. Three one day conferences/workshops were held at individual project sites.
2. A series of five programs was held at another project sites.
3. Project directors and staff attended multiculturally related presentations at AACTE, ASCD, and the regional social studies convention.
4. New courses were tried out at two project sites.
4. Frequent informal conversations occurred among several directors.

In trying to decide the most useful documentation for this exploration several metaphors were helpful:

- . We've all been taking a trip together and brought back different souvenirs. We collected different things.
- . On this trip we were all in the same country, but each developed different itineraries and used different maps. We went different places.
- . On trips we all kept journals and the Network has a "journal" of the things we did and what we thought.
- . We've all sat through others slide shows following trips, but what pictures would we pay to print to give to others that would be useful if they take a trip?

From this metaphoric meandering the following decision was made: to compile in one place some of the resources we found rather than send the traditional "journal" of network conferences. The resources include an ETV series, a transcribed tape presentation, a people listing, the conference agenda we evolved, a listing of curriculum dimensions found in a Teacher Corps book, and other items of possible interest.

The EXCHANGE, Volume II, # 1

"Relooking at Multicultural Education"

This issue included the following articles which contributed to our thinking on "What is multicultural education?"

- . Strengths of the Inner-City Child
Frank Riessman
Professor of Education
- . Multicultural Education
Leila Sussman
Professor of Sociology
- . Epitaph for Equal Education
Samuel Bowles
Professor of Economics
- . Desegregating People's Minds
Uvaldo Palomares
Psychologist

Additional copies of this issue are available from:

New England Teacher Corps Network
P O Box 1065
Portsmouth, NH 03801

THE EQUITY PROBLEM

Asa Hilliard, Dean
San Francisco State

(An Abridged Transcription By: Margaret Arbuckle, University of Maine (Farmington) Greenville Project)

I. THE EQUITY PROBLEM

The Equity Problem refers to the problem of achieving equality of educational opportunity, equality of educational treatment, equality of educational access, and a general supportive educational environment for all children. In this paradigm the equity problem refers to the name of a man walking. Because of some special things associated with this problem and in particular with the history of this problem in our own country, it becomes very painful to look it squarely in the face. And so we develop a series of euphemistic ways of looking at the problem. We back off from calling the problem by its real name and talk about the euphemism, or the alias, rather than about the problem. Typical aliases include human relation, disadvantaged education, cultural pluralism, multiculturalism, bilingual education, mainstream education, compensatory education, culturally deprived education, and cross-cultural education. The use of such aliases has consequence; the consequence of confusing professional practice. It makes it difficult to get consistent public support and it undermines our attempt to pay sustained attention to the problem because the name of the problem keeps changing.

Each euphemism or alias represents a glimpse of the problem and there is a grain of accuracy in the use of these terms when looking at the equity problem, but a single alias alone is an imprecise and incomplete way of viewing the problem. For example, if we call it a cultural problem then anthropologists will be happy because their Bell was rung and they will provide leadership by teaching anthropology. Or if it is a linguistic problem then teachers of foreign language or linguistics will flock to the scene. The same is true if we say the problem is group process - everything in communication theory is brought in, even if it is irrelevant. If we define the problem as one of victims of mistreatment, such as the disadvantaged, then we try to advantage them, but we still have no notion of how they got that way and no one is responsible.

Each of these aliases alone is incomplete. If we accept the euphemism then the logic of the euphemism takes over. For example, in San Francisco the only "minority" that is now recognized is the white male! Because if we take out a majority minority of women (51%), and then ethnic groups, only the white male remains - now a "minority". The

problem becomes so diffuse that it becomes everyone's problem and therefore the people we start with have no problem.

II. THE EQUITY PROBLEM AS "APPRECIATION"

Number one is the name of the person (problem) - of the aliases - and number two refers to the hat this person is wearing. When knowing the name of the equity problem is insufficient we attempt to define the problem. Sometimes it is defined as a problem in appreciation, if we "appreciate" different cultures through study of things such as cultural feasts, dances, holidays, and customs then the equity problem will go away. Such appreciation is a good thing, but it represents only the hat, the cosmetics of the man walking in our paradigm, and is incomplete.

III. THE EQUITY PROBLEM AS UNDERSTANDING AND/OR COMMUNICATION

The equity problem can also be viewed as a matter of understanding and/or communication to be dealt with through study of such things as language, history, group process or behavior. These represent another set of problem descriptions. This is an important piece of the problem and something you have to take into account, but it is not the complete problem. This aspect of the equity problem is the right shoe of the man walking in the paradigm. The person walks well with the right shoe - up to this point there have been no major problems in analyzing the situation.

IV. THE EQUITY PROBLEM AS OPPRESSION

In our paradigm, however, the left shoe - dealing with the politics of the situation - pinches, and once the tight left shoe is on, problems emerge. Schools are notoriously unwilling or unable to deal with the politics of the situation and yet that may well be the most real part of the situation because that is what is causing all the other things to misfire. For example, if we define the equity problem from the perspective of some kind of oppression, then we have racism, bigotry, sexism, handicapism or any other ism. If we look at the problem from this perspective we have a completely different set of things to be concerned with and it links with all the things that went before. In cases of oppression there is a deliberate or socialized acceptance of a set of mechanics in a particular place that can be identified and these need to be understood or most of what we're doing in other areas won't work anyway.

My own analysis of how oppression takes place is that for whatever reason, when one group is in a position of domination over another group, it becomes important to have arbitrary markers to be sure you know who is getting treatment and who is giving treatment. These markers are always arbitrary, it can be color, it can be language, etc.. Wherever there is a handy feature to mark people who are targets for oppression, it will be seized upon. Culture, language, religion serve as typical markers for the separation of people in groups. Then oppressive mechanisms can then go to work.

We have to ask ourselves why oppression represented by isms such as racism, sexism, handicapism, etc. exists in the first place? If we can't answer that then we can't deal in a systematic way as educators with what is taking place on the left shoe. This is the shoe that is hard to talk about, that drove us to the set of names or aliases and that's why we're never sure of what we're talking about. It is much simpler to deal with cosmetics. Most often we direct our attention to the aliases, occasionally to communications but rarely do we direct our attention to the left shoe. However, all must be considered simultaneously. If any part is left out then we do not have a comprehensive handle on the equity problem. The equity problem contains all of these elements no matter what name it marches under. A new name will be here next year, but it is the same person, the same problem, just traveling under a different name.

V. RESPONDING TO THE EQUITY PROBLEM

Self examination - of beliefs, attitudes, information, skills, privileges and politics - is the most difficult and most important way of responding to the equity problem, but instead we escape from self-examination and study the victims (rather than studies of why victims to begin with!), use of abstraction, use of jargon and euphemisms, or simply minimizing the problem. All are ways of escaping from the need to deal with the problem in concrete ways. The problem is avoided because it is uncomfortable and painful. Sacrifices must be made to deal with anything other than euphemisms.

VI. THE ROLE OF EDUCATION UNDER CONDITIONS OF OPPRESSION VERSES CONDITIONS OF FREEDOM

I do not believe we are aware of the extent to which we as educators play a major role in helping society do what it does. Our image of what we do is different from what we really do. Most of us tend to extrapolate patterns that have been given to us without thinking. We don't have time to think we just go along without ever having a chance to sit back and be reflective about what we're doing and make a decision as to whether or not we want to keep doing it. It's easy for people to deceive themselves or simply close their eyes. Schools are generally expected to reinforce whatever the political and social order is. This raises the question of consciousness again. Our imperative, from my point of view, in 1979, is to use education as a liberating tool rather than permitting it to be used as an oppressive tool. But in order to do that we have to first be conscious of how oppression operates.

My theory of learning for oppression is that used in the training of sheepdogs. First, the dog is isolated at the earliest moment and is put with the sheep to nurse on a ewe. The dog eats and sleeps with the sheep and is completely disoriented and reprogrammed.

7

Because it grows up with sheep, it does not think of dogs as one of its kind and instead thinks of the sheep's best interests. The same learning theory works with children, if you want to disable them: 1) first, you disconnect them from any sense of historical continuity; 2) then you isolate them from any sense of meaningful context with a reference group; 3) third, you reprogram them with new, alien context - to produce sheepdogs!

My theory of learning for liberations is entirely different. I agree with Paulo Freire that learning for oppression calls upon the "banking" theory of education where information is simply deposited in student's heads and is controlled from the outside. Learning for liberation, in contrast, requires dialogue. In order to move away from banking to dialogue we must assist others in problematizing the situation. The problem must ultimately be defined by the learner. Asking questions is critical. Liberated thinking forces you to raise questions about basic assumptions and this is what we want children and teachers to do.

THE EQUITY PROBLEM IN EDUCATION

- I. The equity problem (Alias)
 - Human Relations
 - Race Relations
 - Disadvantaged Education
 - Cultural Pluralism
 - Multiculturalism
 - Bilingual Education
 - Mainstream Education
 - Compensatory Education
 - Culturally Deprived Education
 - Cross Cultural Education
- II. The equity problem as "appreciation"
 - Cultural feasts
 - Cultural Dances
 - Cultural Holidays
 - Cultural Costumes
- III. The equity problem as Understanding and/or communication
 - Language study
 - Culture study
 - History study
 - Group Process (encounter, etc.) study
 - Behavioral or Cultural style study
- IV. The equity problem as oppression
 - Racism
 - Religious bigotry
 - Sexism
 - Handicappism
 - any other "ism"
- V. Responding to the Equity Problem
 - Self examination (belief, attitudes, information, skills, privilege, politics)
 - Escape from self examination
 - Study the victim
 - Use abstractions
 - Use Jargon and Euphemisms
 - Minimize the problem
- VI. The role of education under conditions of oppression versus conditions of freedom
 - Focus of education
 - Legitimation through Education
 - Socialization through education
 - Education to open or close minds
 - Education for gatekeeping or liberation

A.G. Hilliard

A Compendium of Possible New Multicultural
Curriculum Dimensions for Inservice Education

** Freiberg, Jerome and Olivarez, Ruben, ed. Dimensions of Inservice Education
Texas Teacher Corps Network, 1978 p. 153-154.

Curriculum Area #1

Personal Identity, Assessment, and Awareness

Understanding the need for competent teachers in a multicultural society.
Utilizing personal and self assessment batteries.
Understanding myths about teacher education.
Understanding studies of teacher related problems in a culturally diverse society.

Curriculum Area #2

Education and Culture

Understanding theories and dimensions of culture.
Understanding and utilizing cultural and ethnic group histories and studies.
Understanding cultural and ethnic values in society and education.
Participating in cultural group and community studies in education.

Curriculum Area #3

Language and Cultural Communication in Education

Developing skills in transracial communication for educational purposes.
Understanding dialects.
Utilizing bilingual skills and techniques.
Developing skills in interpersonal communication in multicultural settings.

Curriculum Area #4

Prejudice, Discrimination and Racism

Understanding theories of prejudice, discrimination and racism.
Developing skills in the identification of prejudice discrimination and racism in society and educational practices.
Teacher-student recognition of prejudice, discrimination, and racism in the classroom.

Curriculum Area #5

Multicultural Curricular and Instructional Development

Studying myths about curriculum and instruction in multicultural education.

Gaining cognitive and affective insights in learning styles.

Developing models and design strategies for K-12 curriculum development.

Developing, demonstrating, and utilizing methods and techniques for K-12 curriculum modification.

Curriculum Area #6

Multicultural Learning Materials and Media

Developing and utilizing criteria for selecting appropriate multicultural learning of materials (including mediated materials).

Gaining knowledge of sources for multicultural learning materials and media.

Developing techniques for utilizing multicultural learning materials in learning activities.

Demonstrating techniques for developing multicultural learning materials.

Curriculum Area #7

Community Involvement in a Multicultural Society

Examining the nature of communities in a multicultural society.

Participating in community analysis and study methods.

Developing strategies for involving the educator in communities.

Developing strategies for involving the community person in schools.

New England Teacher Corps Network

Connecticut • Maine • Massachusetts • New Hampshire • Rhode Island • Vermont



RESOURCE PEOPLE IDENTIFIED FOR CONFERENCE PLANNING GROUP

REGIONAL MULTICULTURAL RESOURCES

1. Felix Arroyo, Executive Director
Casa Del Sol, Inc.
405 Shawmut Ave.
Boston, MA 02118
(617) 536-8280

Adult Education Serving All Ages
Hispanics in Boston Area (150 students)
 . literacy
 . consumer education
 . secretarial
 . ESL
 . GED

IDEAS:

Use as a resource in Boston area rather than replicating or duplicating;
Possible source of knowledge on "teaching" Hispanics and cultural differences;
Might have course materials that other projects could use.

2. Susan Howard, Program Director
Boston Indian Council
105 So. Huntington Ave.
Jamaica Plain, MA 02130
(617) 232-0343

Adult Education Serving Micmacs:
Life Coping Skills
Childrens Compensatory Education
Program After School: Cultural
Recreation
Teacher Made Materials in Academics
 . history, language, culture of
Micmac Indians
Preschool and Day Care Program

IDEAS:

Have materials but no money for dissemination.... could a project review
their things, incorporate in project and disseminate for them (a mutual
helping)?; What is cultural recreation and how is it combined with academics?

3. James Lee
Quincy School Community Council, Inc.
885 Washington St.
Boston, MA 02111
(617) 426-6660

Ad Ed Serving New Asian Immigrants
in Chinatown area of Boston (130)
 . Survival Skills
 . Student tutoring: oral language

IDEAS:

Virtually only Asian program in region; might be a resource person for
inservice programs; might have possibility for intern visitation/apprentice-
ship to understand problem of non English speaking persons.

REGIONAL MULTICULTURAL RESOURCES
PAGE TWO

4. Andy Stewart
N.H. Dept. of Education
Concord, NH
(603) 271-2130
- film and slide tape focusing on
lives of three (3) N.H. children
(Black, Franco-American, Puerto
Rican)

IDEAS:

New Hampshire is seen as a "non ethnic" state and this film may be useful
with other predominately white school populations.

5. Bob Hayden, Project Director
Ethnic Heritage Studies Project
EDC
55 Chapel St.
Newton, MA 02160
(617) 969-7100 ext 421
- Working with lots of kids thru
five (5) "ethnic" related churches
collecting oral history, doing
historical research, etc. Will
eventually be a book or curriculum
material.

IDEAS:

This may be a model process: using kids (and teachers) to develop (local)
curriculum that is culturally related!!!

6. Claude Ouellette
The Franco File
17 Madbury Road #3
Durham, NH 03824
(603) 862-2707
- 10 1/2 hr. color ETC programs for
9-13 year olds and general viewing
Fran-American Information Series
documentary and historical approach
all films ready late October

IDEAS:

May be a resource on how to develop and put together a film; films could
be used with student in project schools, with inservice training prior
to use (this might be a vehicle for inservice)

7. Gail Dana, Director
Northeast Indian Cultural Awareness
Training Project
University of Maine (Orono)
Merrill Hall
Orono, ME 04469
(207) 581-2539
- . Survey 150 Indian families to assess family practice difference (in progress)
 - . Develop Inservice Curriculum
 - . Pilot on Orono student
 - . Do 6 training sessions
 - . end by Dec. '79

IDEAS:

Result of survey would be interesting information for "Cultural Differences";
Suspect they have little money for dissemination of any of the training
materials they develop. They might also be willing to do training in project
sites for a fee.

REGIONAL MULTICULTURAL RESOURCES
PAGE THREE

8. Stan Freeman, Director
Canadian and Franco American
Curriculum Development Project
University of Maine - Orono
College of Education
Orono, Maine
(207) 581-2692

Year I: Teams of teachers from
a school submit proposal; 6 week
summer institute (3 weeks at Orono,
11 days in Canada, 7 days planning;
June 25-August 3) K - adult ed.; all
paid.

Year II: teachers train other teachers
develop curriculum materials and pilot;
consultant services available; 3 day
Reunion Workshop

Year III: try out others materials;
Culminating Conference of papers,
reports

IDEAS:

Involving a team of 3-5 teachers in this could be done at no cost to
projects and could be a dimension of the multicultural component; an
interesting curriculum development model, but expensive.

9. Majorie Anderson
Parting Ways
PO Box 1976
Plymouth, MA 02360
(617) 746-6028

A grass roots effort to present
evidence that other cultures were
here besides PILGRIMS (i.e., four
black men were freed as a result
of service in revolutionary war and
received land grant of 100 acres in
Plymouth; have done digging and found
jars from West Indies, home sites
and burial plot; primary source work
done. No funds for development of
curriculum units! They are busy
writing proposals.

IDEAS:

Here is some original, primary untapped resource material. Suspect they'd
open archives for professionals to develop materials from.

REGIONAL MULTICULTURAL RESOURCES
PAGE FOUR

10. Enn O. Koiva, Director
Estonian/American Cultural Models
RFD #1
Andover, CT 06232
(203) 228-3869

A project which takes least visible minority group, Estonian immigrants and presents values of that group as a basis for studying the experience of ANY cultural group within American society; a set of 12 cultural models have been developed for high school students. Project of OE - Ethnic Heritage Studies Division

IDEAS:

Sounds like they have oodles of Estonian materials (i.e., slide show, pictorial history, handicrafts, cartoons, etc.). The lessons for comparing values might be of value and presumably that's in the 12 model sets.

New England Teacher Corps Network

Connecticut • Maine • Massachusetts • New Hampshire • Rhode Island • Vermont

TEACHER CORPS MULTICULTURAL RELATED RESOURCES

1. Mae Christian
Atlanta University
(404) 766-7605

Focus on School System Discipline
all Atlanta thru
 . cultural understanding via student network
 . linked with bilingual education and helping them
 . administrative university (2 week program) on discipline, learning styles, etc.
 . refer to newspaper article on discipline code developed.

IDEAS:

Of interest here may be her PROCESS...how did she get all this going and how has she been able to work with total urban secondary system. Did not get all activity being done on "cultural understanding" focus but the student idea sounded interesting.

2. Floyd Waterman
University of Nebraska, Omaha
(402) 554-2773

CMTI: Multicultural Aspect
 . social informal environment of living together
 . uses In Praise of Diversity as content for sessions.

IDEAS:

The positive feedback on this one seems to come from everyone living together "intensively."

3. Eugene George
University of South Carolina
(803) 777-4868

In past project used the 4A model (awareness, affirmation, etc.) and can explain the inservice activities they used to implement model; also developing a course at college that they will field test and then put in teacher ed program; has an IHE committee working on multicultural to include in college mission statement plus goals-objectives for college.

TEACHER CORPS MULTICULTURAL RELATED RESOURCES
CONTINUED

3. IDEAS:

The consultant work done with college committee that resulted in college goals and objectives may be of value. Would be interested to know what the "contents" of the course will be. Can clearly present the 4A Model if we want information on this.

4. Mary Dean Dumais
Kean College of New Jersey
(201) 527-2000

Has a multicultural component design team which has had lots of "input"; working toward experiential training programs of teachers visiting social clubs, churches, etc. with lots of group sessions; this will be coupled cultural literature (novels, poetry) to build knowledge base. Has developed list of teacher outcomes. Hopes to tie behavior and learning problems to multicultural issues.

IDEAS:

The community integration into the inservice may be worth exploring here. Dr. David Ablos, Seaton Hall (NJ), the anthropologist used, sounded outstanding as a potential resource person. Would be interested in more on her "experiential" inservice ideas.

5. Robert Scott
Francis Marion College
South Carolina
(803) 669-3391

Rural, poor black and some whites; have developed modules in multicultural and is mailing drafts of them; utilizes interns in an oral history program in community, all white college with all black schools...

IDEAS:

Modules may be of use; the intern oral history sounded good.

TEACHER CORPS MULTICULTURAL RELATED RESOURCES
CONTINUED

6. Jerry Feiberg
University of Houston
(713) 749-3910

The issue of race emerged from school climate! Slide tape of school in San Francisco used to open up issues and questions with teachers; has series of modules for Hispanics developed by past interns and teachers; has developed a series of change strategies they are using to get multicultural included in LEA & IHE; Teachers are holding rap sessions on school climate and multicultural issues coming up there; developing urban education program at IHE and muticultural will be part of it.

IDEAS:

Would like to see the specific change strategies for inclusion of multicultural; the slide tape may be a useful vehicle to get groups started on issue; the specifics to be included in Urban Education program might also be of interest.

7. Clayton Small
Browning Public Schools
(406) 338-2715 ext 52

Year I:

a) reservation wide Education Conference to promote interaction among ALL role groups: panels, displays, awards, student activities, dancing, presentations.

b) IHE Cultural Awareness Workshop in preparation for development of units for within courses and working on project; orientation to Culture and Life of Blackfeet, done by community

Year II:

a) Linking with NIE - Blackfoot Heritage Project to implement materials in schools

b) development of curriculum to include more cultures.

c) Multi Activity afternoons: community teach students while teachers attend inservices

TEACHER CORPS MULTICULTURAL RELATED RESOURCES
CONTINUED

IDEAS:

The integration and use of community in all the components is amazing; would like to know how he worked out the use of community as teachers so teachers could attend inservice; use of students in project activities may have use for projects.

8. Jim Deslonde
SRI International
(415) 326-6200 ext 2124

Can share previous field experiences related to multicultural education such as classroom "status" problems, school climate classroom interventions inservice training in multicultural and more.

IDEAS:

Has extensive field background in multicultural education.

9. Paul Collins
California State University (Hayward)
Hayward, CA
(415) 881-3105

Coordinates Master Program in multicuture; set of films from National Protocol Materials for inservice training "Interaction in a Multicultural Classroom" which show a range of examples developed from one concept; working on strategies for involving minority groups in schools; have a multicultural resource center with over 10,000 holdings.

IDEAS:

Would like to see the films as basis for inservice; the strategies for involving community groups in schools might also be interesting; would like to know the courses or experiences in graduate program

Ethnic Heritage Studies Project

EDC's Ethnic Heritage Studies Project is designed to achieve the following:

- to enable teenagers in the City of Boston to learn about the nature of their ethnic group heritage.
- to provide an opportunity for youth from five different ethnic groups to share with one another their individual ethnicity.
- to give youth an understanding and appreciation of their ethnic group's contribution to community development.
- to develop a model for intro- and inter-ethnic group learning and communication that can be replicated.

The project is based on two assumptions: (1) that the church as a microcosm is a community resource that provides past and contemporary expressions of ethnic history, and (2) that this resource needs to be tapped, using the creativity, energy, intelligence, and talent of youth in the church. It will be an experientially based learning project to develop effective materials in ethnic studies.

The project will be carried out through youth at five ethnically distinct urban churches in Boston, Massachusetts. The

churches come from the following ethnic communities: Black-American (Baptist); Hispanic; Irish-American (Catholic); Italian-American (Catholic); and Chinese-American. The youth at each church will have experiences in the use of oral history, as well as library and archival research methods for the collection of historical-cultural data pertaining to the church community. The project will draw upon the resources of people and the historical experiences of the five church-communities. One of the final outcomes will be the beginning of a museum-resource center for each church-group that participates.

Each church youth group will work independently and then come together with the others to share the products of their work through Ethnic Heritage Day Programs. The Heritage Day Programs are a way to present the individual group work to the larger community of students, teachers, and parents in the Boston area.

The project is funded for 12 months, through an award from HEW's Office of Education, Ethnic Heritage Studies Branch, and a grant from the Peter E. Strauss Trust, Boston, Massachusetts.

Available From:

EDC
39 Chapel Street
Newton, MA 02160

The Franco File

"The Franco File" is produced at WENH-TV, Channel 11, Durham, New Hampshire by the Franco-American Informational Television Series (FAITS). It will be aired during school hours and during home viewing hours on the New Hampshire Public Television Network. The series of ten programs will also be made available for national distribution to public and commercial stations.

Target air date is September of 1979; the target viewing audience is youngsters aged 9-13, although viewers of all ages should find "The Franco File" entertaining and informative.

The language of the thirty-minute programs is English, but the "ambiance" is truly bilingual and bicultural, reflecting the realities of contemporary Franco-American life in New England. The action throughout the ten-part series takes place in a fictitious New England mill town which we call Millville. The principal characters are the kids who live in the neighborhood around a French bookstore owned by a recluse, Monsieur Beausoleil. The mysterious goings-on inside the bookstore serve as a magnet for the kids who gradually discover much about their heritage and themselves.

This dramatic format, which nevertheless permits the use of brief documentary inserts, focuses on certain themes which directly or indirectly touch the lives of Franco-Americans today. "The Franco-File" deals with assimilation, sports, family, food, the work ethic, folk history, heroes, the mills, in a way which is thought-provoking yet entertaining.

Nearly all the actors are Franco-Americans, as is most of the FAITS production staff. This is one of several federally-funded television projects under the Emergency School Aid Act (ESAA, Title VII), but it is the only one dealing with Franco-American culture. Our two-year budget for the production of ten 30-minute programs is \$300,000.00.



"The Franco File"
17 Madbury Road, Apartment 3
Durham, New Hampshire 03824
Telephone (603) 862-2707



COMPETENCE IS FOR EVERYONE

Curriculum Material
Social Studies Family Living
Sociology Psychology

What?

This classroom program involves students in examining the process of making judgments, or appraisals, of people and discovering how appraisals based on sex, race, or minority status can limit learning and career opportunities. Through activities, readings, and videotapes, students analyze their appraisals of others and themselves; customary actions of social institutions relating to employment, education, and the mass media; and current changes in legal practices.

Both the upper- and intermediate-level programs include teachers' guides and student texts for each of four units. The two levels contain similar information, but vary in level of difficulty.

Special equipment needed: videotape cassette recorder and TV monitor.

Who?

Intermediate, secondary, and junior college teachers and students.

How?

This material may be used as a complete course of study or to supplement existing programs.

Developed By?

University of Vermont
Department of Psychology
Burlington, Vermont

Director: Dr. Martha Whalen Kent

Under a grant from:
Women's Educational Equity Act Program
U. S. Department of Health, Education, and Welfare
Office of Education



Order Form

Competence Is for Everyone

This curriculum consists of print materials for teachers and students, two videotape cassettes, and a collection of background readings. The program is divided into upper and intermediate levels of four units each. The two levels contain similar information but vary in level of difficulty.

Complete Program Package

A. All books for both levels (16 in all), **purchase** of both videotapes with discussion guides, and one collection of background readings.

B. All books for both levels (16 in all), **rental** of both videotapes with discussion guides, and one collection of background readings.

Quantity	Unit Price	Total
----------	------------	-------

_____ \$81.75 _____

_____ 31.75 _____

Intermediate-level Package

A. All print materials for each unit (8 books), **purchase** of *Judge Me, Not My Shell* videotape, one collection of background readings.

B. All print materials for each unit (8 books), **rental** of *Judge Me, Not My Shell* videotape, one collection of background readings.

_____ 41.25 _____

_____ 16.25 _____

Upper-level Package

A. All print materials for each unit (8 books), **purchase** of both videotapes, one collection of background readings.

B. All print materials for each unit (8 books), **rental** of both videotapes, one collection of background readings.

_____ 72.75 _____

_____ 22.75 _____

Individual Components

(Unit titles are the same for both levels.)

Units

1. *Different People* explores the process and effects of making appraisals of people based on group membership (e.g., female/male, black/white).

Intermediate level

Teacher edition

_____ 1.25 _____

Student book

_____ .75 _____

Upper level

Teacher edition

_____ 1.25 _____

Student book

_____ .75 _____

2. *In the Minority* focuses on the treatment of prominent minority groups in education and employment and under the law. Exercises and readings provide historical background about each group discussed, as well as personal accounts of the impact of discrimination.

Intermediate level

Teacher edition

_____ 1.25 _____

Student book

_____ .75 _____

Upper level

Teacher edition

_____ 1.75 _____

Student book

_____ 1.25 _____

3. *Male and Female* examines the expectations people form based on gender. Participants reflect on personal experiences involving gender-based appraisals; examine sex-stereotyping in textbooks and comic books; look at employment practices and recent legal issues; and consider the implications of gender-based appraisals on career and family roles.

Intermediate level

Teacher edition

Student book

Upper level

Teacher edition

Student book

Quantity	Unit Price	Total
_____	\$ 2.00	_____
_____	1.50	_____
_____	2.50	_____
_____	2.00	_____

4. *Competence in Our Society* reviews the basic concept of appraisal and encourages participants to change their process of making judgments about others.

Intermediate level

Teacher edition

Student book

Upper level

Teacher edition

Student book

_____	1.00	_____
_____	.50	_____
_____	.50	_____
_____	.50	_____

Readings (Manual)

Gender and the Conditions of Learning: Collected Readings

This manual explores the socialization of females and males by parents and schools; the presentation of males and females in the media and in textbooks; the nature of sex differences; and the processes underlying the acquisition of gender roles.

_____	2.25	_____
-------	------	-------

Videotape Cassettes (color, ¾ inch, 15 minutes each)

Script, discussion questions, and teacher's worksheet included for each tape.

Videotape purchase price: \$30.00 each

Three-day rental fee: \$5.00 each

The Rise of Rolag presents a symbolic example of stereotyping based on a physical trait: the shape of one's head. Suggested discussion questions ask students to identify analogous situations in society and to analyze the implications. Recommended for upper-level students.

Date needed _____	2nd choice _____	Purchase _____	30.00
		Rental _____	5.00

Judge Me, Not My Shell features two narratives, enacted in one-woman dramatizations, which illustrate the consequences of belonging to a minority group. The first narrative describes a black girl's effort to enter a desegregated school in Arkansas. The second recounts experiences of a white family moving into a Texas town on the Mexican border. Recommended for both upper- and intermediate-level students.

Date needed _____	2nd choice _____	Purchase _____	30.00
		Rental _____	5.00

ORDERS WILL BE RETURNED UNLESS ACCOMPANIED BY PURCHASE ORDER OR PREPAYMENT.

Mail Order Form to:

edc/weeap distribution center, 39 Chapel Street, Newton, MA 02160.

Checks should be made payable to Education Development Center.

edc

New England Teacher Corps Network



Connecticut • Maine • Massachusetts • New Hampshire • Rhode Island • Vermont

Multicultural Conference

Logan Hilton
Boston, MA

May 3 and 4, 1979

Thursday, May 3rd.

- | | |
|---------|---|
| 2:30 PM | Registration |
| 3:00 PM | <p>Welcome and Purpose</p> <p>Jerry Pine, Director</p> <p>University of New Hampshire/Portsmouth Project</p> |
| 3:15 PM | <p>Joint Team Meetings</p> <p>.Where are we on Multicultural Education?</p> <p>.What can we get from this conference?</p> <p>.Orono/Vermont</p> <p>.Northeastern/Hartford</p> <p>.Boston/Connecticut</p> <p>.Greenville/Wheelock</p> <p>.UNH/Rhode Island</p> |
| 3:15 PM | Student Panel Meeting |
| 3:45 PM | <p>Team Reports</p> <p>.What we hope to get?</p> |
| 4:00 PM | <p>Panel of Regional Projects Related to Multiculture</p> <p>.Brief overview of projects</p> <p>Chairperson: Ann Pooler</p> <p>University of Maine (Orono) Youth Advocacy</p> |
| 4:20 PM | <p>Concurrent Presentation of Regional Projects presented above:</p> <p>Option A: Robert Hayden, EDC</p> <p>Ethnic Heritage Studies Project</p> <p>Option B: Felix Arroya, Casa del Sol Inc.</p> <p>Adult Education Program serving Hispanics</p> <p>Option C: Susan Howard, Boston Indian Council</p> <p>Programs serving MicMac Indians</p> |

Post Office Box 1065 • Portsmouth, N.H. 03801 • 603-431-1422

Multicultural Conference
May 3rd & 4th
Tentative Agenda Cont.

Option D: Claude Ouellette, The Franco File
Franco-American TV series

5:30 PM Open Time
6:00 PM Dinner
7:15 PM General Session: Secondary Students Presentation
Greenville, Portsmouth, Hartford, Boston, Vermont
8:45 PM Multicultural Practices
A. Greenville Community Focus
B. Portsmouth Classroom Application
9:45 PM Cash Bar

Friday, May 4th

7:30 AM Breakfast
8:30 AM Practices of Teacher Corps Project Outside New England
.Brief overview of what we've done
Chairperson: B. Keenan, Director
University of Maine, Greenville
8:45 AM Concurrent Discussions of Project Practices presented above
Option A: Mae Christian, Georgia
Option B: Jim Deslonde, SRI
Option C: Clayton Small, Montana
Option D: Mary Dumais, New Jersey
10:00 AM Coffee Break
10:15 AM Expanding the Range of Student's and Teacher's Experiences
Tom Gjelten, Rural Education Project
Author: Schooling in Isolated Communities
11:15 AM Team Meetings
.What did we get?
.What are we going to do with it?

Multicultural Conference
May 3rd & 4th
Tentative Agenda Cont.

11:45 AM	Report Out: Post Newspaper Sheets and Milling
12:00 Noon	Check Out
12:30 PM	Lunch
1:45 PM	Multicultural Group Activity Jerry Pine, Director University of New Hampshire/Portsmouth Project
2:45 PM	Closing and Evaluation Jerry Pine, Director University of New Hampshire/Portsmouth Project

GENERAL SESSION: SECONDARY STUDENTS PRESENTATION

- . Harry Thompson, Director coordinates.
- . Call directors at 4 project sites (12th Cycle and Project '78, urban and rural) to select a student by whatever method they deem appropriate.
- . Have each student ask the following questions of at least 5 other students and bring responses to conference.
 1. What are the different groups within your school?
 2. What do you think about those groups?
 3. Do your assumptions about the groups contribute positive relationships with students?
 4. How could your school help improve the relationships among students.
- . Meet with students at conference to meet each other, discuss responses, outline format for presentation, overt to conference, work out room arrangements, etc.
- . Panel presentation at conference
 1. Overview by Thompspon
 2. Introduce Students
 3. Responses to question survey
 4. Open questions

MULTICULTURAL GROUP ACTIVITY

Developed By
J. Pine, H. Thompson, B. Keenan

List the multicultural experiences (However you choose to define it) you've had in the last six months.

EXPERIENCES	S/O	+ -	\$	*	C/F
1.					
2.					
3.					
4.					
5.					

Coding:

S/O self/other indicated
 + - positive or negative experience
 \$ cost more than \$10
 * changed an attitude or belief you had
 C/F occurred close to home/work or far away

Summary/Reflection Questions:

1. In doing this I was surprised that _____.
2. In doing this I was bothered that _____.

Closure Process Questions:

1. What could you do to increase your range of multicultural experiences?
2. How much of a priority is this in my life/work?